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ABSTRACT

The activities in this publication will help elementary and secondary students learn about ethnic groups. The first part of the publication contains teacher instructions. The second part contains the activity dittos for students. Some examples of the kinds of activities provided follow. Students are asked to define and list the characteristics of an ethnic group. They write a letter to a friend explaining an ethnic group. One activity asks students to gather information about their family background and complete their family tree. Students read about and compare how Christmas is celebrated in different countries around the world. In another activity, students read ethnic riddles and guess the name of the ethnic group to whom the riddle applies. Students play ethnic games and learn ethnic folk dances. In other activities, students unscramble words to spell the name of the ethnic group and study the ethnic groups of Baltimore. (Author/RM)

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Pathway Project

What is an Ethnic Group?

A Multi-Ethnic Supplementary Learning Packet

Grade Levels: Elementary/Secondary Grades K-9

Ethnic Heritage Studies Program
Baltimore City Public Schools

Patricia A. Watson, Project Manager

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Cleveland Public Schools

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FOREWORD

Dear Colleagues,

The material contained in this booklet is the result of a considerable amount of research and investigation into the background and characteristics of Baltimore ethnic communities. Through the efforts of staff of the Pathway Project, a valuable learning resource has been produced in these pages. Teachers should find in this booklet a considerable amount of material germane to our city but not available through commercial means.

As you use these materials and conduct these activities with your students, you are urged to give your reactions to the staff of the Pathway Project or the staff of the Office of Social Studies, DICM.

Best wishes as you continue to provide exciting learning experiences for our boys and girls.

Thomas R. Foster
Assistant Superintendent

mj

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Elementary/Secondary
Grades K-9

Introduction

Topic: What Is An Ethnic Group?

Main Idea: Many characteristics make up an ethnic group

There are many characteristics that make up an ethnic group. In the Baltimore Metropolitan area there are approximately 47 ethnic groups and most of these groups make up Baltimore City's diverse ethnic population. This supplementary learning packet will focus on the components that can be used in defining and identifying the many characteristics of an ethnic group. Additionally, this packet will provide some background information on some of the ethnic groups in the Baltimore area. Activities included in this packet will enable the students to learn more about Baltimore's ethnic population.

NOTE: This supplementary learning packet can be adapted for use with an entire class (rather than as a series of individualized activities) based upon the information given. Using the learning packet activities as a guide, the teacher may choose to develop similar activities for classroom use.

Teacher's Section

This learning activity packet is designed for both the elementary and secondary grade levels and it allows the student to work independently and at his own pace. Included are four behavioral objectives. For each objective, there are several activities designed to assist the student in achieving that objective. Students should be assigned activities according to the level of difficulty and ability.

Additionally, this section includes suggestions for independent, group and audio-visual activities. A bulletin board idea, reading selections and a bibliography are also included in this packet.

Additional Activities:

1. Gather pictures of people from different ethnic groups. Divide the students into groups. Ask the groups to record common characteristics that all people share and the differences among people.

2. Have students draw pictures of people belonging to different ethnic groups.

3. Invite representatives from three different ethnic groups in the Baltimore area to your class. Have each person share some interesting but little known fact(s) about his/her particular ethnic group with the students.

4. List the names of 10 ethnic groups on the black board. Have the students come up to the board and find and write one little word that can be found in the larger word. Example: German - man
   Indian - an

5. Select 10 ethnic groups and write the name of the groups on a chart. Ask the students to name one different custom, tradition or holiday that is celebrated by the different groups.

6. Write the names of at least 10 ethnic groups on language cards and ask the students to pronounce and spell them.

7. Sponsor an ethnic tour of many of Baltimore's ethnic neighborhoods, houses and churches.

8. Have students listen to records depicting the language and music of various ethnic groups.

9. Have students construct a mask or bag puppet of a person belonging to a specific ethnic group and dressed in traditional clothing or costumes.

10. Instruct the students on how to do the dances of specific ethnic groups (see examples below). If possible invite parents or community persons to your classroom to demonstrate and teach the students a dance from their particular ethnic group. Example: Polish - Polka
    Mexican - Hat Dance

Teacher's Section

11. Make a transparency of the Neighborhoods of Baltimore Map (see Activity ditto #22). Using an overhead projector have the students shade in areas of Baltimore that are known as ethnic neighborhoods.

12. Have students read and make reports on the lifestyles of the people living in various ethnic neighborhoods in Baltimore. Example: The Neighborhood, A Story of Baltimore's Little Italy by Gilbert Sandler. (This book is available at the PATHWAY Resource Center).

13. Have students visit Baltimore's ethnic festivals during the summer.

14. Have students collect newspaper articles on Baltimore's ethnic groups. These articles could serve as the basis for a scrapbook (student project) on Baltimore's ethnic population.

15. Invite the students, parents and community to participate in an ethnic food tasting party.

Teacher's Section

Audio-Visual Activities:

A. Borrow the filmstrip "What Is An Ethnic Group?" Ethnic Studies Teacher Resource Kit, from the PATHWAY Project (396-8020). Have the students view the filmstrip and discuss the guide questions.

Suggested Guide Questions to be used with film.

1. What are some characteristics that are common to members of an ethnic group? (community, language and name, religion, clothing, festivals, holidays, type of schools, arts and crafts, music, dances, foods, occupations, sports, politics, human ties to ancestors, and feelings of brotherhood).

2. How are ethnic traditions passed from one generation to another? (Ethnic traditions are passed from one generation to another by celebrations, festivals, marriages and ethnic group members working and living together).

3. Why do ethnic groups maintain their ethnic identity? (Ethnic groups maintain their identity usually by preference. They deliberately isolate themselves from other ways of the world. Also, fear and hatred of people outside of the group has caused them to maintain their ethnic identity).

4. What differences are there between race, nationality, religion and ethnic group? (Race refers to a family, tribe, people, or nation of the same stock. Nationality refers to membership in a particular nation. Religion refers to the service and worship of God. An ethnic group would be the group of people relating to each of the above according to the kind of people they are. The similarities are that each ethnic group is a race, they have a nationality, a specific religion, and belong to a specific group).

5. Can you give examples of acculturation and assimiliation? (Acculturation is what takes place when members of an ethnic minority learn the language, traditions and cultural patterns of the dominant group in a country). Example: A person changing his name from one ethnic pronounciation and spelling to a more Americanized version. This does not mean that the group loses it's identity.

   (Assimiliation is when an ethnic minority associates with outsiders to the extent of forming close friendships or even family groups. Example: A person moving away from his/her traditional ethnic group.)

6. Consider several different ethnic groups of your choice. What do you think will happen to each in terms of acculturation and assimilation? (Answers will vary in accordance with groups chosen and responses given).

Audio-Visual Activities: continued

B. Borrow the filmstrip "Fells Point" from the PATHWAY Project (396-8020). Have the students view the filmstrip and list four little known facts about Fells Point.

C. Borrow the sound film "My Ethnic Neighborhood: A Conversation with Barbara Mikulski" from the PATHWAY Project (396-8020). Have the students view the film and make drawings of Ms. Barbara Mikulski's neighborhood as she describes it in the film.

Bulletin Board Suggestion

Teacher's Section

Background Resource Material

Characteristics of an Ethnic Group

"Since this document focuses on ethnic pluralism and its implications for school reform, it is essential that we establish a working definition of an "ethnic group" which reflects social science theory and research and facilitates school reform. No one definition of "ethnic group" is accepted by all social scientists or is adequate for the purpose of this document. Consequently, the working definition used herein reflects a composite of existing definitions of "ethnic group" as well as the results of Task Force discussions.

An Ethnic group is distinguished from other kinds of cultural groups in the definition for this document. An ethnic group is a specific kind of cultural group which has all of the following characteristics:

a. Its origins preceded the creation of nation state or were external to the nation state; e.g., immigrant groups of Native Americans. In the case of the United States, ethnic groups have distinct pre-United States or extro-United States territorial bases; e.g., immigrant groups or Native Americans

b. It is an involuntary group, although individual identification with the group may be optional.

c. It has an ancestral tradition and its members share a sense of peoplehood and an interdependence of fate.

d. It has some distinguishing value orientations, behavioral patterns, and interests (often political and economic).

e. The group's existence has an influence, in many cases substantial, on the lives of its members.

f. Membership in the group is influenced both by how members define themselves and by how they are defined by others.

The definition of "ethnic group" stated above includes some groups that are distinguished primarily on the basis of race, such as Afro-Americans and Japanese-Americans; some that are distinguished primarily on the basis of unique sets of cultural and religious attributes, such as Jewish-Americans; and some that are distinguished on the basis on national origin, such as Polish-Americans. The criteria for characterization, of course, frequently overlap. Japanese-Americans, for example, are an ethnic group characterized by national, cultural, and racial origins. The definition does not include cultural or regional groups of United States origin, such as those from the Appalachian region. This exclusion does not imply that such groups are insignificant, but

Reference: Curriculum Guidelines for Multiethnic Education, Position Statement, National Council for the Social Studies, 1976, pp. 9-10.

they are not the primary focus of this document. Nevertheless, many of the Guidelines for multiethnic education may be applicable to the study of other cultural groups. Such factors as race, social class, religion, and region are variants of ethnicity that cut across groups. Students must examine these factors to gain a valid understanding of the nature of ethnic groups and ethnicity in contemporary American society."

Reference: Curriculum Guidelines for Multiethnic Education, Position Statement, National Council for the Social Studies, 1976, pp.9-10.

Teacher's Section

1970

SUBJECT: Ethnic Population by Cities

SOURCE: Standard Metropolitan Statistical Areas Tables 23 & 81

1970 Ethnicity
City of Baltimore

Asian	
Chinese	2,000
Filipino	2,252
Indian	2,553
Japanese	1,252
Other	3,294*
European	
Austrian	2,689
Czech	2,785
Danish	278
Dutch	388
French	934
German	14,478
Greek	3,731
Hungarian	1,445
Italian	12,983
Lithuanian	3,119
Norwegian	562
Polish	14,138
Swedish	461
Swiss	261
USSR	12,744
Yugoslavian	451
Other	3,078**
American	
Canadian	2,545
Spanish Speaking	9,268
Not reported	3,993***
TOTAL	101,682

*Asian groups not specifically mentioned above.
**European groups not specifically mentioned above.
***Presumable, according to Baltimore District office, Dept. of Commerce, those who did not respond to mail sampling in 1970 census.

Reference: 1978 Maryland Our Maryland: Ethnic and Cultural Directory.

Bibliography:

Books:

Baltimore. Baltimore City Public Schools, 1974, pp. 20-25.

Banks, James A. Teaching Strategies for Ethnic Studies. Allyn and Bacon, Inc., 1975, p. 10.

Franco, John M., et. al. American Indian Contributors to American Life. Westchester: Benefic Press, 1975.

Livelier Baltimore Committee of the Citizens Planning & Housing Association. Bawlamer! Baltimore: Citizens Planning & Housing Association, 1976.

Pamphlets:

Cortès, Carlos E. Understanding You and Them, Tips For Teaching Ethnicity. Boulder: ERIC Clearinghouse for Social Studies/Social Science Education Consortium, Inc., 1976, pp. 17-26.

National Council for the Social Studies. Curriculum Guidelines for Multiethnic Education, Position Statement. Arlington: National Council for the Social Studies, 1976, pp. 9-10.

Gambrill, Ellen. Folklore, Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, 1975, p. 38.

Maryland, Our Maryland: An Ethnic and Cultural Directory. Baltimore: The Council for International Visitors, 1975; Revised Edition - Baltimore: Towson State University, Comparative Ethnic Heritage Studies Program, 1978.

Kits:

Ethnic Studies Teacher Kit, Social Science Education Consortium, Inc., Boulder, Colorado.

Ethnic Heritage Studies Kit (Multi-Ethnic Curriculum Units), Cleveland Public Schools, Cleveland, Ohio.

Bibliography: continued

Resources: Persons and Places

For information on obtaining resource persons (speakers from different ethnic groups) and places to visit in Baltimore's Ethnic Neighborhoods, contact:

Mrs. Patricia A. Watson
PATHWAY Project
Baltimore City Public Schools
100 N. Chester Street
Baltimore, Maryland 21231
Telephone: (301) 396-8020

Resource Guides:

Urban Life-Population Education Institute. B-More Baltimore! Baltimore: Baltimore City Public Schools, 1974, p.22.

Teacher's Section

Elementary/Secondary
Grades K-9

TOPIC: What Is An Ethnic Group?

MAIN IDEA: Many characteristics make up an ethnic group

OBJECTIVES:

1. The student will define and use the term ethnic group with 80% accuracy.
2. Given information, the student will identify characteristics that describe an ethnic group with 80% accuracy.
3. The student will list and identify the names of at least 10 ethnic groups in the Baltimore area with 80% accuracy.
4. Given information and maps of Baltimore's Neighborhoods, the student will identify specific ethnic communities in Baltimore with 80% accuracy.

DIRECTIONS: Follow the instructions of the teacher.

Teacher's Section

Objectives	Activities
1	#1, #2, #3
2	#4, #5, #6, #7, #8, #9, #10, #11, #12, #13
3	#14, #15, #16, #17, #18, #19
4	#20, #21, #22, #23

Teacher's Section

Pre-Test/Post-Test

1. Write a definition for ethnic group:

_____

_____

_____

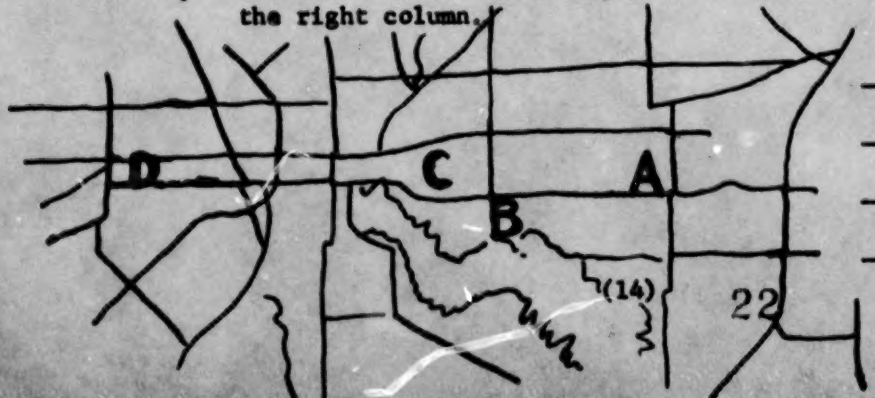
2. Underline the words that are characteristics of an ethnic group:

Name	Race
Culture	Festivals
Customs	Ancestry
Traditions	Language
Religion	Traditional Clothing
Neighborhood	Foods
Nationality	Heritage

3. List the names of 10 ethnic groups in the Baltimore area:

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

4. Map: Match the areas of the map with the ethnic neighborhoods listed in the right column.



_____1. Fells Point

_____2. Highlandtown

_____3. Little Lithuania

_____4. Little Italy

Teacher's Section

Activities

Activity #1 - Read ditto sheet "An Ethnic Group." (See the special note to the teacher at the bottom of the activity ditto #1).

Activity #2 - Get a dictionary. Locate, write the phonetic spelling for each word, and write the definition for the words ethnic group. Now look at the definition from activity #1 and the definition from the dictionary. Underline the words that you feel describe or define an ethnic group in both definitions.

Activity #3 - Use the words ethnic group in a good and complete sentence.

Activity #4 - Complete the ditto sheet "Guess My Name."

Activity #5 - List 10 characteristics of an ethnic group.

Activity #6 - Complete the ditto "My Family Tree."

Activity #7 - Complete the ditto "Who Am I?"

Activity #8 - Read the ditto "Customs" and complete the activity sheet.

Activity #9 - Complete the ditto "Ethnic Riddles."

Activity #10- Write your own riddle about an ethnic group.

Activity #11- Complete the ditto "An Ethnic Game."

Activity #12- Complete the ditto "Ethnic Folk Dances."

Activity #13- Write a letter to a friend explaining what an ethnic group is.

Activity #14- Read the ditto "Baltimore's Ethnics" and complete the ditto "Baltimore Ethnic Time Line."

Activities - continued

Activity #15- Complete the ditto "Ethnic Groups in Baltimore."

Activity #16- Read the ditto "Interesting Facts About Four Major Groups in Baltimore" and complete the activity sheet.

Activity #17- Complete the ditto "Can You Guess The Ethnic Group?"

Activity #18- Complete the ditto "Big Words Little Words."

Activity #19- Complete the ditto "Ethnic Scramble."

Activity #20- Read the ditto "Information Sheet On Four of Baltimore's Ethnic Neighborhoods" and complete the ditto "Ethnic Neighborhood Chart."

Activity #21- Complete the map ditto "Some of Baltimore's Ethnic Neighborhoods."

Activity #22- Complete the ditto "Neighborhoods of Baltimore Map."

Activity #23- Research and find out some of the names of the ethnic groups that live in the neighborhoods of Baltimore.

Check Yourself: Review the 4 objectives. Go over those activities which you completed to make sure that you are able to accomplish the objectives with 80% accuracy. Take the Pre-Test/Post-Test again. Good luck!

Teacher's Section

Answer Key

Pre-Test/Post-Test:

1. Answers will vary. The definition should contain the characteristics of an ethnic group.

2. All the words should be underlined.

3. Answers will vary.

4. B 1. Fells Point
   A 2. Highlandtown
   D 3. Little Lithuania
   C 4. Little Italy

Teacher's Section

Answer Keys

Activity #1: The definition assigned.

Activity #2: Answers will vary.

Activity #3: Answers will vary.

Activity #4:

1. national origin
2. race
3. culture
4. family life
5. languages
6. religion
7. recreation
8. customs
9. ancestors
10. heritage

Activity #5: Same answers as activity #4.

Activity #6: Answers will vary.

Activity #7: Answers will vary.

Activity #8:

Part I:

1. Italy (E)
2. Holland (G)
3. Syria (D)
4. Poland (J)
5. Czechoslovakia (H)
6. Mexico (I)
7. Ukraine (A)
8. Greece (C)
9. Germany (B)
10. Austria (F)

Part II: Answers will vary.

Answer Keys - continued

Activity #9:

1. Chinese
2. Italian
3. Polish
4. Mexican
5. Jewish
6. Irish
7. Greek

Activity #10: Answers will vary.

Activity #11: Answers will vary.

Activity #12:

1. Corn Dance (i)
2. Kolomayka (o)
3. Sirto (k)
4. Polka (c)
5. Kolo (m)
6. Suktinis (e)
7. Hora (g)
8. Csardas (a)
9. Dabka (l)
10. Jig (h)
11. Ribbon Dance (d)
12. Hat Dance (b)
13. Hula (f)
14. Tarantella (j)
15. Merenge (n)

Activity #13: Answers will vary.

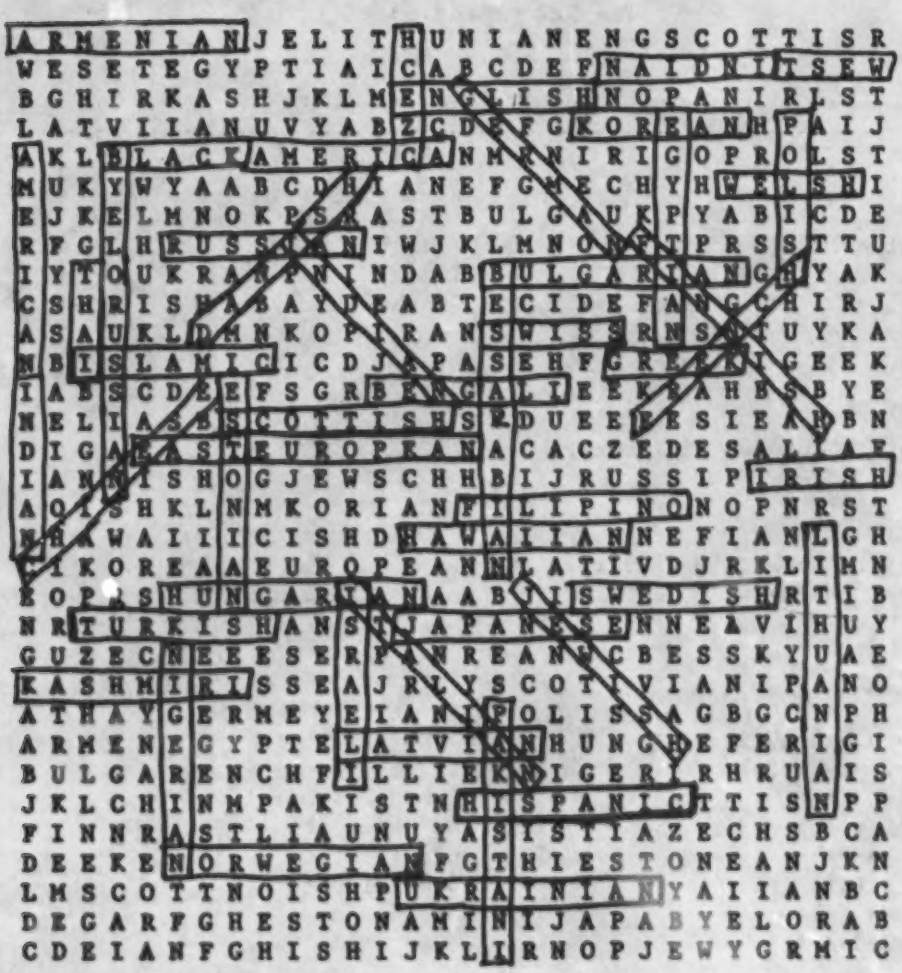
Activity #14:

1. 1740
2. 1833
3. 1840
4. 1848
5. 1860
6. 1870
7. 1871
8. 1872
9. 1890
10. 1900
11. 1910
12. 1914
13. 1940
14. 1947

Activity #15: Answer Sheet on separate page.

Activity #15

Ethnic Groups in Baltimore: Answer Key



Instructions: Circle the names of the ethnic groups who live in Baltimore. The names are across, up, down, diagonial, and backwards.

1. American Indian
2. Armenian
3. Bengali
4. Bessarabian
5. Black American
6. Bulgarian
7. Byelorussian
8. Chinese
9. Czech
10. Danish
11. East European
12. Egyptian
13. English
14. Estonian
15. Filipino
16. Finnish
17. French
18. Greek
19. German
20. Hawaiian
21. Hungarian
22. Indian
23. Iranian
24. Irish
25. Islamic
26. Israeli
27. Italian
28. Japanese
29. Jewish
30. Kashmiri
31. Korean
32. Latvian
33. Lithuanian
34. Nigerian
35. Norwegian
36. Pakistani
37. Polish
38. Russian
39. Scottish
40. Hispanic
41. Swedish
42. Swiss
43. Thai
44. Turkish
45. Ukrainian
46. Welsh
47. West Indian

Answer Keys - continued

Activity #16:

1. largest
2. Italy
3. Belair Road
4. Polish
5. ethnic

Activity #17:

1. Indian
2. Welsh
3. Ukrainian
4. Turkish
5. Thai
6. Swiss
7. Hispanic
8. Swedish
9. Scottish
10. Russian
11. Polish
12. Pakistani
13. Norwegian
14. Nigerian
15. Lithuanian
16. Latvian
17. Korean
18. Kashmiri
19. Jewish
20. Japanese
21. Italian
22. Israeli
23. Islamic
24. Irish
25. Iranian
26. Hungarian
27. Hawaiian
28. German
29. Greek
30. French
31. Finnish
32. Filipino
33. Estonian
34. English
35. Egyptian
36. West Indian
37. Armenian
38. Bengali
39. Bessarabian
40. Black American
41. Bulgarian
42. Byelorussian
43. Chinese
44. Czech
45. Danish
46. East European
47. American Indian

Activity #18: Answers will vary.

Activity #19:

1. Bengali
2. Chinese
3. English
4. Czech
5. Indian
6. Danish
7. Finnish
8. French
9. Greek
10. German
11. Hungarian
12. Irish
13. Jewish
14. Korean
15. Latvian
16. Polish
17. Russian
18. Swiss
19. Thai
20. Welsh
21. Turkish
22. Scottish
23. Islamic
24. Norwegian
25. East European

(21)

Answer Keys - continued

Activity #20: Answers will vary.

Activity #21:

A - Yellow
B - Blue
C - Red
D - Green

Activity #22: Answers will vary.

Activity #23: Answers will vary.

ACTIVITY DITTOS

Activity #1

An Ethnic Group

Directions: Read the definition of an ethnic group.

1. An ethnic group is a small group of people within a larger society which has a common ancestry, customs, and history.

2. Ethnic groups are people who share a special social and cultural heritage passed from one generation to the next.

3. An ethnic group is a group of people who share a special kinship because of their national origin, race, religion or culture.

4. An ethnic group is of or relating to races or large groups of people classed according to common traits and customs. Members of a minority ethnic group who retain customs, language or social views.

5. An ethnic group is a group that keeps its identity through its culture, values, patterns of behavior, political and economic interests, and any other customs that make it different from any other group.

6. Ethnic groups are people who frequently share a common ancestry and history and may be identified by distinctive patterns of national origin, race, culture, family life, language, recreation, religion and other customs which cause them to share a special kinship and thus results in distinct differences.

*Note to Teacher: The teacher is to assign the one definition that the students will be able to comprehend.

Activity Sheet #2

Directions: Get a dictionary. Locate, write the phonetic spelling for each word, and write the definition for the words ethnic group. Now look at the definition from Activity #1 and the definition from the dictionary. Underline the words that you feel describe or define an ethnic group in both definitions.

ethnic - _____

_____

_____

group - _____

_____

_____

Activity Sheet #3

Directions: Use the words ethnic group in a good and complete sentence.

_____

_____

_____

_____

Activity Sheet #4

Guess My Name

Directions: Read each of the three clues for the following characteristics of an ethnic group. Write the name of the characteristic on the line provided

1. I am the
   a. home land
   b. country
   c. birthplace

   Who Am I? _____

2. I am
   a. texture of hair
   b. shape of eyes
   c. color of skin

   Who Am I? _____

3. I am
   a. music
   b. art
   c. literature

   Who Am I? _____

4. I am
   a. relatives
   b. home
   c. mother, father, brothers, sisters

   Who Am I? _____

5. I am
   a. sounds
   b. words
   c. sentences

   Who Am I? _____

6. I am
   a. synagogues
   b. churches
   c. temples

   Who Am I? _____

7. I am
   a. sports
   b. entertainment
   c. fun

   Who Am I? _____

8. I am
   a. dances
   b. festivals
   c. foods

   Who Am I? _____

9. I am
   a. great granparents
   b. grandparents
   c. past generations

   Who Am I? _____

10. I am
   a. my mother's background
   b. my father's background
   c. my background

   Who Am I? _____

Activity Sheet #5

Directions: List the ten (10) characteristics of an ethnic group.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity Sheet #6

Directions: Get information about your family background and complete "My Family Tree."

MY FAMILY TREE

GREAT GRANDFATHER'S NAME

GREAT GRANDMOTHER'S NAME

GREAT GRANDFATHER'S NAME

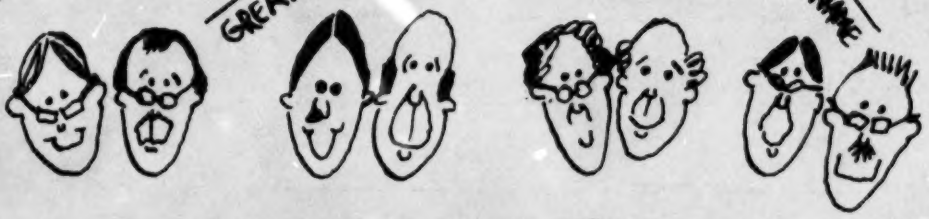
GREAT GRANDMOTHER'S NAME

GREAT GRANDFATHER'S NAME

GREAT GRANDMOTHER'S NAME

GREAT GRANDFATHER'S NAME

GREAT GRANDMOTHER'S NAME



GRANDFATHER'S NAME

GRANDMOTHER'S NAME

GRANDFATHER'S NAME

GRANDMOTHER'S NAME

MOTHER'S NAME

FATHER'S NAME

MY NAME

WHO AM I ?

MOTHER'S HERITAGE (HER PARENTS, GRANDPARENTS ETC)	
FATHER'S HERITAGE (HIS PARENTS, GRANDPARENTS ETC.)	
ETHNIC FOODS I EAT. THAT MY ANCESTORS ATE.	
ETHNIC HOLIDAYS I CELEBRATE.	
ETHNIC SONGS AND DANCES I KNOW.	
ETHNIC GAMES I PLAY.	
ETHNIC LITERATURE, STORIES AND POEMS I ENJOY.	
ETHNIC ARTS AND CRAFTS I CAN DO.	
ETHNIC CLOTHING I WEAR ON SPECIAL DAYS.	
LANGUAGES I SPEAK OR READ.	
ETHNIC CHARACTERISTICS OF MY RELIGION.	
ETHNIC CHARACTERISTICS OF MY HOME AND NEIGHBORHOOD.	
MY ETHNIC HERITAGE IS...	

Directions: Complete the ditto "Who Am I?" Information from the "My Family Tree Activity" can be used to help you with this activity.
(31)

Activity #8

CUSTOMS

Directions: Read the story below entitled "Customs" and complete Activity Sheet #8.

In America, as in many other countries around the world, it is a custom to give presents during the Christmas season as well as on birthdays. Here are some ways the giving of gifts is done in other lands.

POLAND: On Christmas Eve, young men dressed as the Wise Men, bring gifts. Some children believe that the GOOD STARS bring them their Christmas trees. Mother Star is a beautiful woman wearing white robes. Father Star gives gifts to those children who say their prayers and sing hymns correctly.

CZECHOSLOVAKIA: St. Nicholas is thought of as coming down to earth on a golden cord. The angels guide him and bring gifts. He is called SVATY MIKULAS.

UKRAINE: Here, a woman called BABOUSHKA brought the gifts. It was said that Baboushka misdirected the Wise Men when they were seeking Jesus. Then when the holy family came to her seeking shelter during the flight to Egypt, she refused them. She forever travels through the country on Christmas Eve knocking on doors so that she may enter and see if the Christ Child may live there. She looks at the sleeping children and places a toy under their pillows. Then she hurries away on her search for the Christ Child whom she never has found.

Source: Ellen Gambrill. "Folklore" 1975 Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, pp. 7-11.

MEXICO: Gifts are given on both Christmas and Epiphany, but the tradition has long been to give them on Epiphany, and the children have been taught to believe that the WISE MEN bring them. On Christmas Eve, there is a special treat called the "pinata," a gaily decorated bag, box or pouch which is filled with nuts, sweets and tiny toys.

HUNGARY: In Hungary, one of God's angels would bring not only toys and games to good children, but a beautiful Christmas tree as well.

GREECE: ST. BASIL, the patron saint of Greece, is believed to come at Christmas in a ship carrying gifts, and these he gives to the people.

GERMANY: In Germany and parts of Switzerland, gifts are brought by the Christ Child who is called CHRISTKINDEL. He announces his arrival at the homes with the shout of "Yulklapp" which means "Gifts!" A white sheet is spread on the floor at the door to catch the gifts of sweets and fruits, and toys he brings. He often appears as an angel dressed in white with golden wings and crown.

AUSTRIA: Here there are two gift bearers: KNECHT RUPRECHT, an old man with a beard dressed all in fur, brings presents to good children; PELSNICHOL carries a bag of coal with him to give to bad children.

ITALY: A woman called LA BEFANA brings gifts to Italian children. Like Baboushka, she too is searching for the Christ Child. On Epiphany, January 6, hoping she may find him, she goes from house to house looking

Source: Ellen Gambrill. "Folklore" 1975 Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, pp. 7-11.

at sleeping children and leaving them gifts. In recent years, she has appeared as a young woman dressed in white. Formerly, she was pictured as an old woman with a bell in one hand and a bag in the other. At each house she rang the bell, and from her bag she gave either sweets and gifts for the good children or ashes for the bad.

SYRIA: In Syria, gifts are distributed on New Year's Day. Children expect a CAMEL to bring them. So, before going to bed on New Year's Eve, they put out a bowl of water and dish of wheat for a camel. It is said that a camel, the youngest of those that carried the Wise Men to the stable where Christ was born, fell down worn out from the long journey. The Christ Child blessed this camel and made it immortal. Ever since, this special camel has been carrying gifts to good children in the Middle East.

PUERTO RICO: The American custom of Santa Claus and giving gifts on Christmas Day is followed by some families, but many give gifts on Epiphany, the Day of THE THREE KINGS. On this day, the children set out food and water for the King's camels and the Kings leave them gifts. One old belief was that the Kings could change themselves into the form of ants in order to enter the home more easily.

HOLLAND: St. Nicholas or Sinterklass brings gifts to the good children and switches to the bad. They believe that Sinterklass comes from Spain in a boat filled with gifts. His companion is a small Morrish servant called BLACK PETE. St. Nicholas, dressed in his bishop's robes, rides Sleipner, a beautiful white horse. Before St. Nicholas Day (December 6),

Source: Ellen Gambrill "Folklore" 1975 Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, pp. 7-11.

he rides in the sky and listens at doors and chimneys to hear if the children have been good and deserve gifts. The children put hay for his horse in their shoes by the fireplace. If he has been there, the hay is gone and the shoes are filled with goodies.

DENMARK, NORWAY, SWEDEN: In these countries small elf-men (YULTOMTE in Sweden, JULE-NISSEN in Norway and Denmark) take the place of St. Nicholas. They are responsible for guarding Christmas secrets and seeing that all chores in the house are finished by Christmas.

AFRICA: Kwanza, meaning first fruit, is an African celebration which is being celebrated by many Black people in this country. It is a time when Black people get together to give thanks and to enjoy the blessings of living and acting together. The celebration lasts seven days (December 26 - January 1). On each day of Kwanza, a candle is lit. The first day one candle is lit, the second day two candles, and so on up to seven. In Kiswahili, the candles are called mishumaa. There are seven candles and each is labeled with a principle. The first candle stands for the principle of unity (umoia); the second for self-determination (kujichagulia); the third candle for collective work and responsibility (ukima); the fourth for cooperative economics (ujama); the fifth for purpose (nia); the sixth for creativity (kuumba); and the seventh for faith (imani). The holder in which the candles are placed is called a kinara. The kinara and the mishumaa are placed on a straw mat called mkeka. Everyone on the last day of Kwanza drinks from a Unity Cup called Kikombe. The family has one ear of corn for each of its children.

Source: Ellen Gambrill. "Folklore" 1975 Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, pp.7-11.

The corn is called mihindi. Everyone gets a gift on the last day of Kwanza. The gifts are called zawadi.

VOCABULARY

Kwanza - first fruit

Mishumaa - candles

Mkeke - straw mat

Kikombe - unity cup

Umoja - unity

Kujichaugulia - self-determination

Source: Ellen Gambrill. "Folklore" 1975 Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, p. 65.

Activity Sheet #8

Part I:

Directions: Match the following gift-bringers with their proper countries. Place the letter of the correct answer in the blank below.

_____1.	La Befana	A.	Ukraine
_____2.	Sinterklass	B.	Germany
_____3.	The youngest camel	C.	Greece
_____4.	The Good Stars	D.	Syria
_____5.	Svaty Mikulas	E.	Italy
_____6.	The Wise Men	F.	Austria
_____7.	Baboushka	G.	Holland
_____8.	St. Basil	H.	Czechoslovakia
_____9.	Christkindel	I.	Mexico
_____10.	Knecht Ruprecht	J.	Poland

Part II:

Directions: On the lines below tell about a custom practiced at Christmas in your own home, a Christmas custom your parents had as children, and a custom from another country familiar to you. Compare your customs with those of your classmates.

_____

_____

_____

_____

_____

_____

_____

Source: Ellen Cambrill. "Folklore" 1975 Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, p.11.

Activity Sheet #9

Ethnic Riddles

Directions: Read each riddle carefully. Look for an ethnic characteristic(s) and write the name of the ethnic group to whom the riddle applies. Use the ethnic groups listed below:

Ethnic groups to use:

1. Irish
2. Italian
3. Chinese
4. Jewish
5. Mexican
6. Polish
7. Greek

1. Young Mr. Wong
   Who is never wrong,
   I've heard it said,
   Uses a pair of chopsticks
   To eat his rice and bread.

   I am _____

2. We celebrate the St. Gabriel's Festival
   And invite many of our friends in Little Italy to come.
   Spaghetti, Spumoni (ice cream), and Cannoli (Pastry)
   Are the foods we eat
   And we have so much fun!

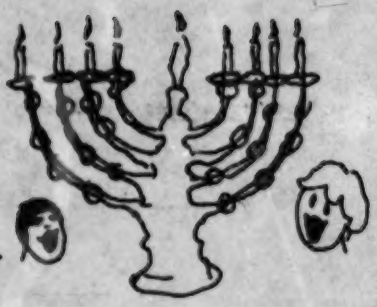
   We are _____

3. We dance and dance around the pole.
   Our costumes are very colorful.
   Our feet move very fast
   When we do the Polka.

   We are _____

4. I wear hats and you wear hats.
   My hat is called a sombero.
   I say "Si, Si," for yes, yes.
   I love to do the Hat Dance.
   Do you?

   I am _____



5. In December we celebrate Hanukkah,
   The Feast of Lights.
   Our homes are filled with songs and laughter
   As the candles burn bright.

   We are _____

6. March 17th is a special day for us.
   Green is our favorite color.
   Good luck, shamrocks and leprechauns
   Are special words to us.

   We are _____

7. On Christmas Day,
   St. Basil, the patron saint of Greece,
   Is believed to come in a ship
   Carrying gifts for all the people.

   In Highlandtown,
   We exchange gifts
   With our family, friends and neighbors,
   While we listen to the bells ring out
   Christmas morning greetings
   From St. Nicholas' church steeple.

   We are _____

Activity Sheet #10

Directions: Write your own riddle about an ethnic group.

Activity #11

An Ethnic Game

Directions: Read the information below and complete Activity Sheet #11.

DROP THE HANKERCHIEF

"Drop the Hankerchief" is a game which was played long ago at country fairs and parties in England. The dropped hankerchief meant that the owner was free to marry. Ten to twenty couples clasped hands in a circle. One player ran about the outside of the circle, dropped the hanky behind the chosen one and ran. The other picked it up and chased him. Whichever one got back to the vacant spot first, rejoined the circle. The other ran and dropped the hanky. If the runner was caught, he was taken to the center of the circle and kissed.

Here is a POLISH version of the game for young children.

I HAVE AN EMBROIDERED HANKERCHIEF	MAM CHUSTECZKE HAFTOWANA
I just have a little hanky, that is very pretty. It has been embroidered for me at every corner. Whom I love and whom I like is standing in the circle At her (his) feet I'll drop my hanky he (she) can have it for me.	Mam chusteczke haftowana co ma czery rogi. Kogo kocham, kogo lubie, rzuce mu pod nogi. Kogo kogo lubie tego pocaluje, I chusteczke haftowana jemu podaruje.

All the children form a big circle, and holding hands, they dance and sing around one child standing inside the circle holding a little embroidered hankerchief. After the song the child inside the circle gives his (her) hanky to another child, and the game goes on.

Source: Ellen Gambrill. "Folklore," 1975 Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, p. 23.

Activity Sheet #11

An Ethnic Game

Directions: On the lines below, try to write your own version of a rhyme that could be used to play "Drop the Hankerchief." The words could tell of your own daily activities or the customs of people in another country.

Source: Ellen Gambrill. "Folklore," 1975 Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, p. 26.

Activity Sheet #12

Ethnic Folk Dances

Many ethnic groups have dances which are a part of their ethnic heritage and which have become popular throughout several American cities. In Baltimore, some of the various ethnic groups perform many of the dances listed below on different occasions. Follow the directions below and see if you can guess which ethnic group performs a certain dance.

Directions: Match the Ethnic Group with the Ethnic Dance. Use the blanks provided for your answers.

_____	1. Indian	a.	Csardas
_____	2. Croation	b.	Hat Dance
_____	3. Hungarian	c.	Polka
_____	4. Polish	d.	Ribbon Dance
_____	5. Chinese	e.	Suktinis
_____	6. Lithuanian	f.	Hula
_____	7. Jewish	g.	Hora
_____	8. Greek	h.	Jig
_____	9. Arab	i.	Corn Dance
_____	10. Irish	j.	Tarantella
_____	11. Ukrainian	k.	Sirto
_____	12. Mexican	l.	Dabka
_____	13. Hawaiian	m.	Kolo
_____	14. Italian	n.	Merenge
_____	15. Puerto Rican	o.	Kolomayka

Source: Elizabeth Szabo. "Folk Music," 1975 Ethnic Heritage Studies. Cleveland: Cleveland Public Schools, p. 38.

Activity Sheet #13

Directions: Write a letter to a friend explaining what an ethnic group is.

LETTER

FROM: _____

_____

_____

Date: _____

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

Your friend,

_____

Activity #14

Baltimore's Ethnics

Directions: Read this story about some of Baltimore's Ethnic Groups. After you have read this information use it to help you complete Activity #14, "The Baltimore Ethnic Time Line."

A large part of Baltimore's population is of English, Irish, and Scottish ancestry. The English and Scottish were some of the earliest immigrants to come to Baltimore. Many came to Baltimore during the 1700's. The Irish and Italian immigrants arrived in Baltimore during the 1840's. When the Italians first came to Baltimore, many settled in the same neighborhood. This neighborhood soon became known as "Little Italy." By the 1830's, there were over a thousand Germans and Swiss living in Baltimore. Additionally, by 1860 Baltimore had a free Black population of over 20,000.

Baltimore had become a major port for immigrants by 1870, with many Czech settlers coming and a large number of Polish arriving in Baltimore in 1871. A second large group of Jews came in 1872. The Chinese started migrating to Baltimore around 1890.

In 1914, 40,000 immigrants arrived in Baltimore. During 1940, a large group of Lumbee Indians came to Baltimore and settled in the Fells Point area. After World War II many more European immigrants came to Baltimore. Today, Baltimore is a city that has many people belonging to different ethnic groups living here. The English, Lumbee Indians, Scottish, Irish, Italians, Blacks, Polish, Chinese, Jews, Russians, Lithuanians and Czechoslavakians are just a few of Baltimore's Ethnics.

Activity Sheet #14

Baltimore Ethnic Time Line

Directions: Arrange the following ethnic events on the time line. This time line will tell you some of the Ethnic Groups in Baltimore and when they came or migrated to Baltimore.

Start here:

1914 - 40,000 immigrants arrived in Baltimore

1848 - Irish

1740 - English and Scottish

1890 - Chinese

1871 - Polish

1870 - Czech immigrants arrive in Baltimore

1872 - Second large immigration of Jews

1833 - 1,617 Germans and Swiss living in Baltimore

1947 - European displaced persons

1840 - Italians

1940 - Lumbee Indians arrive in Baltimore

1900 - Russians, Rumanians, Latins, Lithuanians, Hungarians, Greeks and Ukrainians

1910 - Swedish, Danish and Norwegians

1860 - Baltimore has a free Black population of 25,600

Activity #15

Ethnic Groups in Baltimore

A R M E N I A N J E L I T H U N I A N E N G S C O T T I S R
W E S E T E G Y P T I A I C A B C D E F N A I D N I T S E W
B G H I R K A S H J K L M E N G L I S H N O P A N I R L S T
L A T V I I A N U V Y A B Z C D E F G K O R E A N H P A I J
A K L B L A C K A M E R I C A N M R N I R I G O P R O L S T
M U K Y W Y A A B C D H I A N E F G M E C H Y H W E L S H I
E J K E L M N O K P S R A S T B U L G A U K P Y A B I C D E
R F G L H R U S S I A N I W J K L M N O N F T P R S S T T U
I Y T O U K R A N P N I N D A B B U L G A R I A N G H Y A K
C S H R I S H A B A Y D E A B T E C I D E F A N G C H I R J
A S A U K L D M N K O P I R A N S W I S S R N S N T U Y K A
N B I S L A M I C I C D J A P A S E H F G R E E K I G E E K
I A B S C D E E F S G R B E N G A L I E E K R A H B S B Y E
N E L I A S B S C O T T I S H S R D U E E F E S I E A H B N
D I G A E A S T E U R O P E A N A C A C Z E D E S A L I A F
I A N N I S H O G J E W S C H H B I J R U S S I P I R I S H
A O I S H K L N M K O R I A N F I L I P I N O N O P N R S T
N H A W A I I I C I S H D H A W A I I A N N E F I A N L G H
C I K O R E A A E U R O P E A N N L A T I V D J R K L I M N
E O P R S H U N G A R I A N A A B J I S W E D I S H R T I B
N R T U R K I S H A N S T J A P A N E S E N N E A V I H U Y
G U Z E C N E E E S E R P A N R E A N W C B E S S K Y U A E
K A S H M I R I S S E A J R L Y S C O T I V I A N I P A N O
A T H A Y G E R M E Y E I A N I P O L I S S A G B G C N P H
A R M E N E G Y P T E L A T V I A N H U N G H E F E R I G I
B U L G A R E N C H F I L L I E K N I G E R I R H R U A I S
J K L C H I N M P A K I S T N H I S P A N I C T T I S N P P
F I N N R A S T L I A U N U Y A S I S T I A Z E C H S B C A
D E E K E N O R W E G I A N F G T H I E S T O N E A N J K N
L M S C O T T N O I S H P U K R A I N I A N Y A I I A N B C
D E G A R F G H E S T O N A M I N I J A P A B Y E L O R A B
C D E I A N F G H I S H I J K L I R N O P J E W Y G R M I C

Directions: Circle the names of the ethnic groups who live in Baltimore. The names are across, up, down, diagonial, and backwards.

1. American Indian
2. Armenian
3. Bengali
4. Bessarabian
5. Black American
6. Bulgarian
7. Byelorussian
8. Chinese
9. Czech
10. Danish
11. East European
12. Egyptian
13. English
14. Estonian
15. Filipino
16. Finnish
17. French
18. Greek
19. German
20. Hawaiian
21. Hungarian
22. Indian
23. Iranian
24. Irish
25. Islamic
26. Israeli
27. Italian
28. Japanese
29. Jewish
30. Kashmiri
31. Korean
32. Latvian
33. Lithuanian
34. Nigerian
35. Norwegian
36. Pakistani
37. Polish
38. Russian
39. Scottish
40. Hispanic
41. Swedish
42. Swiss
43. Thai
44. Turkish
45. Ukrainian
46. Welsh
47. West Indian

Activity #16

Interesting Facts About Four Major Ethnic Groups in Baltimore

Directions: Read the information entitled "Interesting Facts About Four Major Ethnic Groups in Baltimore" and complete Activity Sheet #16.

DID YOU KNOW?

Italians

1. That the Italians started coming to the United States in 1827 and about 35 to 50 thousand settled in Maryland.
2. That there are about 12,983 Italians in the Baltimore area according to the 1970 census report.
3. That the Italians are the fourth largest ethnic group in the Baltimore Metropolitan area.
4. That many Italians live in Little Italy, an ethnic neighborhood located in the area of Exeter and Stiles Streets in Baltimore.

DID YOU KNOW?

Blacks

1. That based on the 1970 census report there are about 425,922 Blacks living in Baltimore.
2. That among the first settlers of the colony of Maryland were two Black men, Mathias De Sousa and John Price. These men later received land grants in 1637.
3. That before the Civil War, Baltimore had one of the largest free Black populations.
4. That in 1891 Harry Scythe Cummings became the first Black person to be elected to the Baltimore City Council.

DID YOU KNOW?

Polish

1. That based on the 1970 census report there are about 14,138 Polish people living in Baltimore.
2. That in 1885 and again in 1905 large numbers of Polish immigrants came to the United States and many came to the Port of Baltimore.

Activity #16

DID YOU KNOW?

Polish - continued

3. That many of these new Polish arrivals settled in Locust Point and East Baltimore and in the Highlandtown and Fells Point areas. Today, many Polish people still live in these areas.

4. That Pulaski Highway is named after Polish General Pulaski who served in the Continental Army during the American Revolution.

DID YOU KNOW?

Germans

1. That based on the 1970 census report there are about 14,478 Germans living in the City of Baltimore.

2. That the first German settlers coming to Maryland settled in Baltimore County in 1681.

3. That early 19th century Germans settled in South Baltimore, west of Federal Hill, and later immigrants coming to Baltimore settled in the northeastern part of the city along Belair Road. This area at one time was known as "Germantown."

4. That between the years 1850 and 1861 over 100,000 German immigrants came to Maryland and many of them settled in Baltimore.

Activity Sheet #16

Directions: Using the information from "Interesting Facts About Four Major Ethnic Groups in Baltimore," change the underlined word to make the sentence true or correct. Write your answers in the blanks below.

1. Before the Civil War, Baltimore had one of the smallest free Black populations.
2. Little Poland is an ethnic neighborhood located in the area of Exeter and Stiles Streets in Baltimore.
3. Germantown was located along Federal Hill in the northeastern part of Baltimore.
4. There are about 14,138 German people living in Baltimore City according to the 1970 census report.
5. Many more little groups live in Baltimore.

Answer Sheet

1. _____
2. _____
3. _____ _____
4. _____
5. _____

Activity Sheet #17

Can You Guess The Ethnic Group?

Directions: Complete the name of the Ethnic Group by adding the missing letters. Try to guess the name of the Ethnic Group first, if you still cannot remember or guess the name of the Ethnic Group, use the list from the word search in Activity #14 to help you.

1. I _ _ _ _ n
2. W _ _ _ h
3. U _ _ _ _ _ _ _ n
4. T _ _ _ _ _ h
5. T _ _ i
6. S _ _ _ _ _ s
7. H _ _ _ _ _ _ c
8. S _ _ _ _ _ h
9. S _ _ _ _ _ _ h
10. R _ _ _ _ _ n
11. P _ _ _ _ h
12. P _ _ _ _ _ _ _ i
13. N _ _ _ _ _ _ _ n
14. N _ _ _ _ _ _ n
15. L _ _ _ _ _ _ _ _ n
16. L _ _ _ _ _ n
17. K _ _ _ _ n
18. K _ _ _ _ _ _ i
19. J _ _ _ _ h
20. J _ _ _ _ _ _ e
21. I _ _ _ _ _ n
22. I _ _ _ _ _ i
23. I _ _ _ _ _ c
24. I _ _ _ _ h
25. I _ _ _ _ _ n
26. H _ _ _ _ _ _ _ n
27. H _ _ _ _ _ _ n
28. G _ _ _ _ n
29. G _ _ _ k
30. F _ _ _ _ h
31. F _ _ _ _ _ h
32. F _ _ _ _ _ _ o
33. E _ _ _ _ _ _ n
34. E _ _ _ _ _ h
35. E _ _ _ _ _ _ n
36. W _ _ t I _ _ _ _ n
37. A _ _ _ _ _ _ n
38. B _ _ _ _ _ i
39. B _ _ _ _ _ _ _ _ _ n
40. B _ _ _ k
A _ _ _ _ _ _ n
41. B _ _ _ _ _ _ _ n
42. B _ _ _ _ _ _ _ _ _ _
43. C _ _ _ _ _ e
44. C _ _ _ h
45. D _ _ _ _ h
46. E _ _ t E _ _ _ _ _ _ n
47. A _ _ _ _ _ _ n
I _ _ _ _ n

(51)

Activity Sheet #18

Big Words Little Words

Directions: Using the twenty ethnic groups listed below, write at least one little word found in the big word.

Example: Armenian - arm
Finnish - fin

1. Bengali - _____
2. Chinese - _____
3. Danish - _____
4. Egyptian - _____
5. Filipino - _____
6. German - _____
7. Indian - _____
8. Irish - _____
9. Islamic - _____
10. Italian - _____
11. Japanese - _____
12. Jewish - _____
13. Korean - _____
14. Latvian - _____
15. Norwegian - _____
16. Pakistani - _____
17. Scottish - _____
18. Swedish - _____
19. Ukrainian - _____
20. Swiss - _____

Activity #19

Ethnic Scramble

Directions: Unscramble each word below to spell the name of the ethnic group. Write the name of the group beside the scrambled word.

1. enBilga _____
2. hnseeiC _____
3. niEshig _____
4. Cczhe _____
5. nIinad _____
6. Dhisan _____
7. ishFnni _____
8. hcreFn _____
9. KereG _____
10. Gmeran _____
11. nairgaunH _____
12. riIhs _____
13. wJ sei _____
14. Knaore _____
15. naivtLa _____
16. Polshi _____
17. naRussi _____
18. Siswa _____
19. aihT _____

20. elshW _____

21. kTi hur _____

22. tt Scois _____

23. micI s _____

24. gianNorwe _____

25. tsaE naeporuE _____

Activity #20

Information Sheet On Four of Baltimore's Ethnic Neighborhoods

An ethnic neighborhood is an area where members of the same ethnic group or of different ethnic groups live. Many of these neighborhoods are characterized by certain traditions, customs and lifestyles of the various ethnic groups. Read the information sheet below and see what you can find out about four of Baltimore's ethnic neighborhoods. Fill in Activity Sheet #20 after you have completed your reading.

Ethnic Neighborhood: Fells Point

Location: Fells Point is located at the foot of Broadway Street between Caroline Street to the West and Washington Street to the East.

Ethnic Groups: A number of different ethnic groups live in the Fells Point area. The Lumbee Indians, the Greeks and the Polish are a few examples of the different ethnic groups living in the Fells Point Neighborhood.

Little Known Facts:

1. Fells Point was founded as a separate town in 1763 by the Fell family.
2. An annual Fells Point Fun Festival is held the first Sunday in October in Fells Point.
3. The Old Broadway Market, the Fells Point Gallery and various ethnic restaurants are a few of the interesting places in which one may visit and have fun in Fells Point.

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Ethnic Neighborhood: Highlandtown

Location: Highlandtown is located East of Patterson Park, South of Baltimore Street, North of Hudson Street and West of City Hospitals.

Highlandtown - continued

Ethnic Groups: The Greeks, the Italians, the Germans, the Czechs and the Polish are some of the ethnic groups that make up Highlandtown.

Little Known Facts:

1. Highlandtown has often been called a town within a city. Many of the residents of Highlandtown prefer to work, shop, visit and attend church and school right in the Highlandtown area.

2. At one time Highlandtown was a bustling industrial center. Some of the largest breweries and beer gardens in the country were located in Highlandtown.

3. In recent years many of the breweries and industries have closed down. Many of the young people who grew up in Highlandtown have moved away to the nearby suburbs of Essex, Rosedale and Dundalk in Baltimore County.

4. Traditional white marble steps and hand-painted window screens which some say reflect the European heritage of many of the area's residents, are two characteristics of Highlandtown.

****

Ethnic Neighborhood: Little Italy

Location: Little Italy is South of Pratt Street and West of Eden Street. Stiles Street, Fawn Street, Exeter Street, Trinity Street, High Street and Albemarle Street make up Baltimore City's Little Italy.

Ethnic Groups: The major ethnic group in Little Italy are the Italians. During recent years, however, many of the younger people have moved away to the nearby suburbs of Dundalk, Essex and Parkville in Baltimore County.

Little Known Facts:

1. Little Italy is one of Baltimore's closest-knit and most "together" residential neighborhoods. To begin with, life here is usually family-centered. The family is not simply a couple

Little Italy - continued

and their children but grandmothers, grandfathers and often others. Many of the families in this neighborhood are related through blood, marriage, and more generally through a common background, culture, and the experience of similar life struggles.

2. In Little Italy, which is also known as "The Neighborhood" two festivals are celebrated that help to draw the neighborhood closer together.
   a. The first festival is "The Feast of St. Anthony," which is held in June. This festival was first celebrated after the Great Baltimore Fire in 1904. At the time of the Fire a promise was made to St. Anthony that if Little Italy was spared from the Great Fire a festival would be held in honor of this.
   b. The second festival is "The Feast of St. Gabriel." This feast fulfills the promise of an Italian immigrant builder to pay tribute (money or gifts) if he and his countrymen made a success of themselves in the United States. The festival marks the end of the summer and is usually held on the last Sunday in August.

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Ethnic Neighborhood: Little Lithuania

Location: Little Lithuania is located between Fremont and Poppleton Streets. The 800 block of Hollins Street is the heart of this ethnic neighborhood.

Ethnic Groups: Although the major ethnic group in Lithuania are the Lithuanians, many of the younger people have left this city neighborhood and are settling in the nearby suburbs of Halethorpe, Arbutus, and Catonsville in Baltimore County.

Little Known Facts:

1. Little Lithuania is also characterized by century-old red brick row houses which sport the traditional white marble steps for which Baltimore is famous.

2. The Lithuanian Hall is the center of activity in the Lithuanian Community. This Hall houses a Lithuanian museum, library and arts and crafts center. The library is the only public Lithuanian library in the United States.

Activity Sheet #20

Ethnic Neighborhood Chart

Directions: Fill in this chart using the "Information Sheet On Four of Baltimore's Ethnic Neighborhoods."

The Ethnic Neighborhood	The Location of the Neighborhood	An Ethnic Group Living in This Neighborhood	A Little Known Fact About This Neighborhood
Little Lithuania			
Fells Point			
Little Italy			
Highlandtown			

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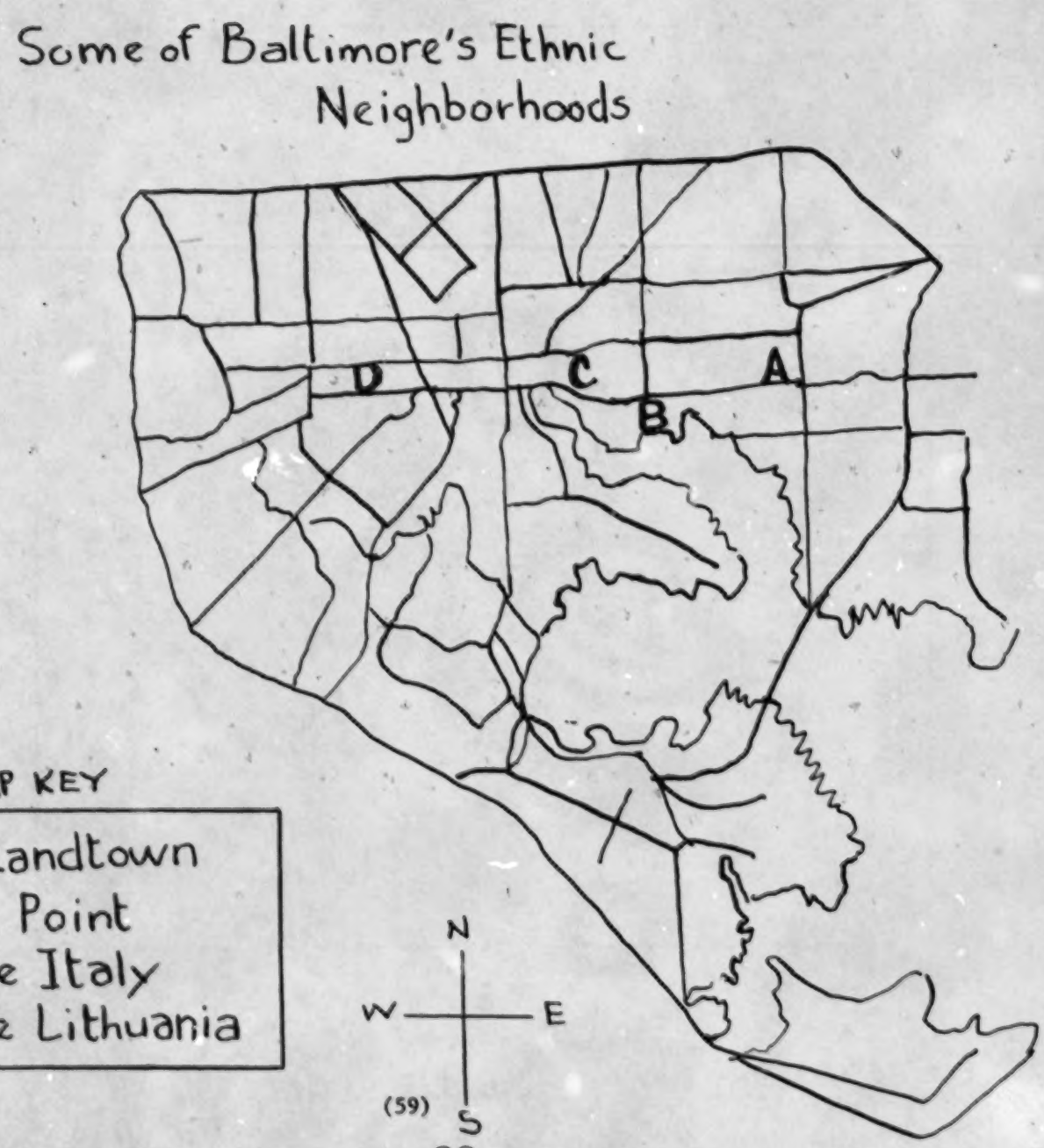
Activity #21

Directions: Locate and color the different ethnic neighborhoods. Use the map key below to help you locate the neighborhoods.

Fells Point - Color Blue
Highlandtown - Color Yellow
Little Italy - Color Red
Little Lithuania - Color Green



Activity Sheet #22

Neighborhoods of Baltimore Map

Directions: Using the map called "Neighborhoods of Baltimore" locate and write in 10 of the other neighborhoods that make up Baltimore City. Be sure to include the neighborhood that you live in. If you do not have enough space to write out the entire name of the neighborhood on the map then write the name of the neighborhood and the color representing it on the map below.

Map Color Key

	Neighborhood	Color
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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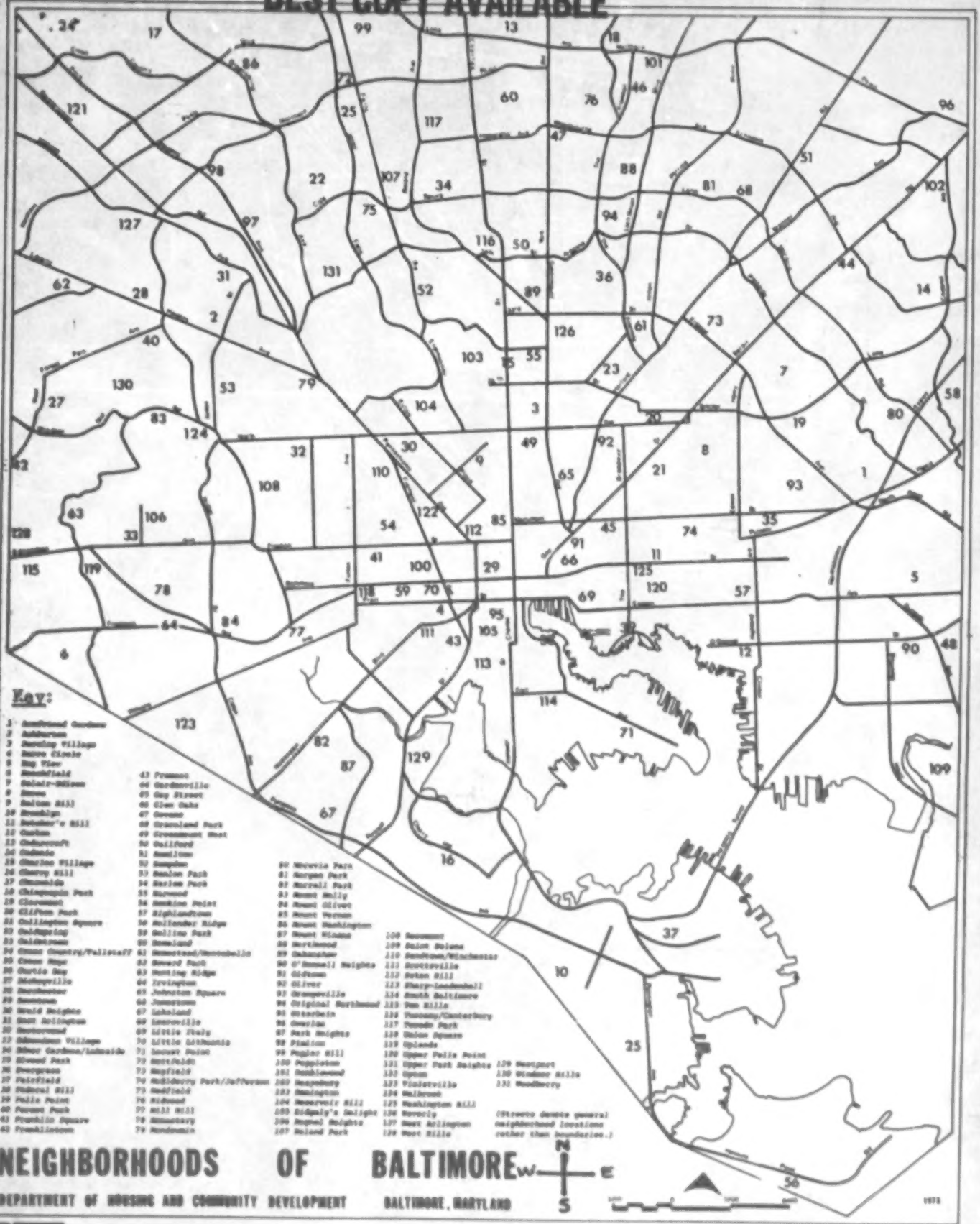

Mayor William Donald Schaefer and the Citizens of Baltimore

Activity Sheet #23

Directions: Research and find out some of the names of the ethnic groups that live in some of the neighborhoods of Baltimore.

Neighborhood	Ethnic Groups
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

CHECK YOURSELF: Review the 4 objectives. Go over those activities which you completed to make sure that you are able to accomplish the objectives with 80% accuracy. Take the Pre-Test/Post-Test again. Good luck!

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